

# Inspection of Christ the Saviour Church of England Primary School

1 Springbridge Road, Ealing Broadway, Ealing, London W5 2AA

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Inspection dates: 14 and 15 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 11 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

## **What is it like to attend this school?**

This is a friendly school with the community at its heart. Parents and carers hold the school in high regard. The school rules of 'be safe, be kind and be an active learner' thread through every aspect of life at Christ the Saviour.

Leaders and staff want learning to be relevant to and reflective of the school's community. This includes encouraging pupils to celebrate differences and treat everyone as individuals. The school promotes its values consistently, which pupils follow and understand. Pupils achieve well in their learning here.

Behaviour in the school is exemplary. Pupils respect and care for one another and all members of the school community. The school focuses on rewarding positive behaviour and celebrating success. Staff are quick to deal with concerns, including bullying. They have positive, warm working relationships with pupils. They model respectful behaviour and attitudes, which pupils respond to very positively. Staff help to keep pupils safe and happy here.

From early years onwards, the school provides pupils with multiple enrichment opportunities. Leaders encourage high levels of pupil participation and have ambitious aspirations for all. The school arranges for inspiring visitors, such as a paralympic athlete and a visually impaired member of the community and her guide dog. Through this, pupils are exposed to diverse life experiences and role models.

## **What does the school do well and what does it need to do better?**

The school has designed a broad and ambitious curriculum. This has been well organised, with knowledge introduced to pupils in a logical manner. For example, in mathematics, children in the early years practise counting numbers and recognising patterns. Older pupils go on to use this knowledge to support them to add, subtract, multiply and divide. In physical education (PE), children in early years develop an understanding of how to execute movements in various directions. This is then built on and extended further in subsequent year groups and by Year 3, pupils can confidently and effectively pass a ball in a variety of ways.

At times, in a small number of subjects, teaching is not focused on the most important knowledge that pupils need to learn and recall. Although teachers check what pupils know and remember, this is not securely established in some subjects. As a result, in these subjects, pupils' knowledge does not develop in the same depth as it does in other areas of the curriculum. Pupils' recall of important ideas is less secure, and this affects how well they are able to engage with more complex ideas.

The school has a strong focus on reading and nurtures a love of books. From the early years onwards, children enjoy reading, and listening to a rich variety of stories and rhymes. Staff have been well trained to teach phonics. As a result, the phonics programme is taught with precision, so that pupils secure the knowledge that they need to read accurately. They read books that are matched closely to the sounds

that they are learning. Pupils who struggle with learning to read are supported quickly with a well-focused and effective catch-up programme.

Pupils with special educational needs and/or disabilities (SEND) are identified early on. They receive appropriate support, including through adaptations to teaching, so they can access the curriculum. This helps pupils with SEND to achieve well and to develop their confidence and independence.

The school offers a high-quality and very ambitious early years provision. The curriculum is planned methodically and delivered through carefully selected activities. There is a strong emphasis on developing children's social and emotional skills in conjunction with fostering their early language development and mathematical understanding. This ensures that when they move into Year 1, children are ready to learn what comes next in the curriculum. Children's self-confidence and independence are developed very effectively. For instance, staff organise resources in a way that enables all children to access learning materials independently and at their own pace. This includes providing visual aids to help children make their own choices.

Pupils' behaviour around the school and their attitudes to their learning are exemplary, including in early years. This is because pupils understand the well-established routines that help them to behave well and consistently focus on learning. The school has effective systems in place to support families to ensure that their children attend school regularly and on time.

The provision for pupils' wider personal development is exceptional. The school is ambitious so as to ensure that all pupils leave school with a well-rounded education that prepares them for future life. The wide range of opportunities on offer provides pupils with the chance to develop skills and passions that extend beyond academic learning. This includes in sports and cooking as well as writing for the school newspaper. Educational and guest speakers supplement what is learned in the curriculum and help pupils to learn about diverse perspectives. Pupils spoke very positively and with pride about their leadership responsibilities, such as being house captains, playground leaders, junior travel ambassadors and mental health champions.

Staff are exceptionally positive about working here. They particularly appreciate the efforts made by the school to reduce unnecessary workload and support their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a few subjects, expectations about what pupils should learn and how this should be checked are not firmly established. As a result, pupils' long-term recall of knowledge is not as full and detailed in this small number of subjects as it is in others. The school should ensure that intentions for what pupils need to know are made fully explicit and that any gaps in pupils' understanding are picked up and filled through the delivery of the curriculum.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	136445
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10293270
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	897
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mark Hedges
<b>Headteacher</b>	Katie Tramoni
<b>Website</b>	<a href="http://www.ctsprimary.org.uk">www.ctsprimary.org.uk</a>
<b>Date of previous inspection</b>	19 September 2012, under section 5 of the Education Act 2005

## Information about this school

- Christ The Saviour is a four-form entry Church of England school.
- The most recent section 48 inspection, which is an inspection of the school's religious character, took place in November 2022.
- The school runs its own breakfast club and after-school club.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors met with senior leaders, a number of teaching and support staff, governors and representatives from the London Diocesan Board for Schools and the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, science, PE and geography. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Other subjects were sampled, which included art, French, history and personal social and health education.
- The inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors took account of the views of pupils, parents, and staff, as gathered through discussions and Ofsted's surveys.

### **Inspection team**

Karen Kent, lead inspector	His Majesty's Inspector
Seamus Gibbons	Ofsted Inspector
Chris Harrison	Ofsted Inspector
Paul Robinson	Ofsted Inspector
Sam Johnson	His Majesty's Inspector

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